**Fourth Grade**

**Unit One/Quarter One**

**Changes Over Time**

This 4-week unit invites students to explore the changes over time that accompany transition to fourth grade, as well as to learn from information text about changes in North Carolina’s history and changes in matter and property (rocks and rock cycle).

**Conceptual Lens: Change**

**Grade Level: Fourth**

**Author: commoncore.org/adapted by Randolph County Schools**

**Unit Overview: In this unit, students examine emotions through a traditional favorite, Sharon Creech’s *Love that Dog.* *Harriet the Spy* (Louise Fitzhugh) is the suggested read aloud for this unit because, just as Harriet writes everything down in her journal, students may keep a journal of what they learn throughout the year. Nonfiction texts about changes in the earth (Science Essential Standards) and North Carolina History (Social Studies Essential Standards) are supplemented with biographies. Students summarize fiction and nonfiction texts, write information/explanatory pieces (through bio-poems), and engage in collaborative discussions – all skills that will be used throughout the fourth grade year. Finally, this unit ends with a class discussion and paragraph response to the essential question, “How do stories reveal what we have in common?”**

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| **Learning Experiences from Unit 1 Changes Over Time** | | |
| **Reading** | **Writing/Language** | **Additional Literacy** |
| * **Read and discuss a variety of fiction and nonfiction about changes over time: personal/emotional/physical changes, historical changes in NC and changes in the earth (rocks, rock cycle, fossils etc.)** * **Find similarities and differences in story characters, and how they change over the course of a story.** | * **Write a variety of responses (poem, narrative, summaries, and reflections) to stories and poems.** * **Write a bio-poem (i.e., a biography in poem form) about him/herself** * **Write a bio-poem (i.e., a biography in poem form) about a famous inventor/scientist.** | * **Recite poetry for classmates.** * **Examine the use of poetic devices (figurative language)** |

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| **Unit Goals**  **Assessment Codes**  Q = Quizzes SA = Student Self-Assessment O = Observations  T = Tests WS = Work Samples C = Checklists/Notes  P = Prompts PT = Performance Tasks RR =Reading Record | | **Learning Targets** | **Essential Questions** |
| **Reading** | **By the end of Quarter 1, students will be able to:**   * **Work independently during literacy block (O)** * **Respond to text using details and examples as evidence (O, C, RR, PT) (RL.4.1/RI.4.1)** * **Summarize text (WS, O, C, PT) (RL.4.2)** * **Define theme (O, C) (RL.4.2)** * **Use background knowledge to understand what they are reading (O)** * **Integrate information from two texts in order to write/speak knowledgeably about the subject (WS, O) (RI.4.9)** | **RL.4.1 and RI.4.1**   * I can read closely and find answers explicitly in the text   **RL.4.2**   * I can define theme * I can write a summary using details from the text   **RL.4.7**   * I can use my background knowledge and illustrations in the text to make connections while reading various text   **RI.4.9**   * I can locate information from two texts on the same topic * I can determine which pieces of information best support my topic * I can integrate (bring together) information from two texts to display my knowledge of the topic when writing or speaking | What do good readers do?  Am I clear about what I just read? How do I know?  How does my background knowledge help me to understand what I am reading? |
| **Writing** | **By the end of Quarter 1, students will be able to:**   * **Write personal narratives (P, WS, SA) (W.4.3)**   + - Establish a situation and sequence the events     - Use dialogue and description     - Use transitional words and phrases     - Use sensory details     - Compose an effective opening and closing      * **Write pieces that are clear and are appropriate to the task, purpose and audience (P, WS, SA, PT) (W.4.4)** * **Include evidence from literature or informational text to support analysis, reflection and research (WS, PT) (W.4.9)** | **W.4.3**   * I can select a topic and gather information on that topic * I can choose the best organization for my text * I can write a narrative that includes an opening, elaboration and detail and a closing   **W.4.4**   * I can compose clear and logical pieces of writing   **W.4.9**   * I can compose written responses that include evidence from the text | What do good writers do?  What’s my purpose for writing and how do I develop it? |
| **Additional Literacy** | **By the end of Quarter 1, students will be able to:**   * **Decode unknown words by applying grade level phonics and word analysis skills (RR, O) (RF.4.3)**      * **Express ideas and build on the ideas of others through collaborative discussions with peers/teacher on different topics (O, SA, PT) (SL.4.1)**      * **Use relative pronouns and relative adverbs when writing and speaking (WS, O, C, PT) (L.4.1)** * **Use correct capitalization when writing (WS, Q, PT) (L.4.2)**   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Language/Vocabulary**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * **Clarify the meaning of unknown words using context clues as a strategy (RR, O) (L.4.4)** * **Identify figurative language (rhyme schemes, alliteration, similes, and metaphors) (O, WS, C) (L.4.5)** | **RF.4.3**   * I can use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words. * I can analyze word structure to help me decode unfamiliar multi-syllabic words.   **SL.4.1**   * I can effectively participate in discussions. * I can come to discussions prepared.   **L.4.1**   * I can identify and use relative pronouns and relative adverbs   **L.4.2**   * I can determine when to capitalize words   **L.4.4**   * I can clarify meanings of unknown words using context clues   **L.4.5**   * I can identify some types of figurative language. | When a word doesn’t make sense, what do I do?  What do good collaborators do?  How do I appropriately use the conventions of the English language?  How do I use what I know to figure out what I don’t know? |

**Performance Tasks and Scoring Guides/Rubric**

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| **Performance Task #1 including Scoring Guide/Rubric**  **Prerequisite: Students must choose and read a fictional text that has a strong main character.**    **Performance Task: Students will choose a fictional character who experienced great personal change over time, for example Brian (Hatchet),, India Opal (Winn Dixie), and Young Bull (Cheyenne Again). Students will take on the persona of that character and come alive in an interactive wax museum. Students will create a written speech (summary) that introduces the character and summarizes the changes their character underwent, using multiple pieces of evidence from the text. In addition these wax figures will come alive and present the character’s changes for museum visitors, by reading their summary upon activation.**  **Note: personal change – for example by the end of Hatchet, Brian, no longer takes food for granted. Evidence for this from the text would be the struggles he endured to obtain food while he was stranded in the wilderness and his thoughts regarding this at the end of the book.**  **Rubric Note: if you would like to add a part about the presentation, please feel free. We felt like the rubric needed to address our unit goals: the written response and using evidence from the text.** |
| **Rubric for Characters Come Alive!**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CRITERIA** | **EXCELLENT (4 PTS.)** | **PROFICIENT (3 PTS.)** | **DEVELOPING (2 PTS.)** | **LIMITED (1 PT.)** | | Topic Focus | Written summary contained a thorough introduction of the character and a thorough explanation of character change, both with detailed elaboration | Written summary contained a thorough introduction of the character and a thorough explanation of character change | Written summary contained a minimal (1 -2 sentence) introduction and a minimal (1 -2 sentence) explanation of character change | Written summary contained either no introduction or no explanation of character change (or both) | | Evidence and Accuracy in Written Response | 5+ pieces of evidence that accurately display personal character change from the text was used in the summary | 3 -4 pieces of evidence that accurately display character change from the text was used in the summary | 1 -2 pieces of evidence that accurately display character change from the text was used in the summary | Little or no text evidence of character change was used in the summary or evidence given was not reflective of personal character change | | Language | Written summary exemplified proper use of relative pronouns and adverbs and correct capitalization | Written summary mostly contained the proper use of relative pronouns and adverbs and correct capitalization | Written summary had some errors in the use of relative pronouns and adverbs and had some capitalization errors | Written summary had several errors in the use of relative pronouns and adverbs and several capitalization errors | |

**Suggested Learning Experiences**

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| **Lesson Plans and Activities** |
| **Reading Units of Study - The Comprehension Toolkit – Whole Group Reading Mini-Lessons**  **Monitoring**   |  |  |  | | --- | --- | --- | | **Cluster 1: Monitor Comprehension** | **Unit Texts** | **District Suggested Texts** | | 1. **Follow Your Inner Conversation**   Listen to the voice in your head and leave tracks of your thinking |  | ***🟑How Many Days to America? A Thanksgiving Story*  by Eve Bunting** | | **2. Notice When You Lose Your Way** Monitoring your inner voice to focus your thinking |  | ***Any difficult text*** | | **3. Read, Write and Talk** Think your way through the text |  | **Saving Their Native Language Tigers Roar Back** Sourcebook | |   **Activate and Connect**   |  |  |  | | --- | --- | --- | | **Cluster 2: Activate & Connect** | **Unit Texts** | **District Suggested Texts** | | **4. Follow the Text Signposts** Use nonfiction features to guide learning |  | ***Hidden Worlds: Looking Through a Scientist's Microscope or Caves* by Stephen Kramer** | | **The Braille System**  Toolkit Texts 4/5 | | **Slithering Snakes**  Toolkit Texts 2/3 | | **5. Merge Your Thinking With New Learning** Read and think about new information |  | **Rock Secrets**  Toolkit Texts 2/3 | | | **Jai Alai: The Fastest Game in the World**  **The Chocolate Belt**  Toolkit Texts 4/5 | | | **6. Connect the New to the Known** Activate and build background knowledge |  | Text/topic that students know some about/not a lot | |
| **Additional Reading Mini-Lessons/Shared Reading Activities** | |
| **Jan Richardson Strategies**  **STP (p. 160)**  **Who? What? (p. 160)**  **S-W-B-S (p. 221)**  **Green Questions (p. 211)**  **Predictions (p. 205-206)**  **Make Connections (p. 207-209)**  **Visualize (p. 203-204)** | |
| **Literary Graphic Organizer (start immediately - on going throughout quarter)**  As a class, we will keep a chart with the categories listed below of the stories and poems we read. As the chart is filled in, we will use the information to talk about what we learned from literature. As a class find similarities and differences in story characters, and how they change over the course of a story.   * + - Title and author     - Genre (story or poem) [Genre handout](IndividualGenreReferencePage.pdf)     - Main character(s)     - Problem     - Solution     - Theme [Teacher Resource](http://www.mssunana.com/uploads/5/8/3/4/5834463/themes_of_the_story.pdf) , [Anchor Chart](http://juiceboxesandcrayolas.blogspot.com/2011/12/teaching-about-theme.html?m=1), [Poster of Theme vs Lesson](http://thirdgradebookworm.blogspot.com/2012/03/theme-vs-lesson-part-two.html)     - Summary (using the “[Somebody-Wanted-But-So” strategy](http://wvde.state.wv.us/strategybank/Somebody-Wanted-But-So.html))   Write your own response on a Post-It note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.3a, RL.4.1, RL.4.2, RL.4.5, L.4.4a) | |
| **Class Discussion (begin after a number of read-alouds)**  Let’s compare and contrast what is the same and what is different about characters, problems, and solutions in literature. Does any of this remind you of experiences you’ve had? Turn and talk about your ideas with a partner. Then, look back for specific lines or paragraphs from the stories and poems read that describe what you mean. (SL4.1.a,b, RL.4.2)  [Group Discussion Checklist](Group%20Discussion%20Checklist.doc)  [Class Discussion Posters](http://autismteachingstrategies.com/autism-strategies/pie-chart-visuals-great-social-skills-tool-to-help-kids-with-asd-to-talk-more-or-less-in-groups-or-class/) | |
| **Informational Text Graphic Organizer (anytime - complete during science or whole group read-aloud)**  As a class, we will keep a chart of information learned about rocks.  As the chart is filled in, we will use the information to talk about what we learned from nonfiction books.   * + - The Rock Cycle     - Types of Rocks     - What does the rock cycle do?     - What are the properties of the rocks (see standard 4P.2.2)?     - What are some interesting facts?     - What are the words we should know? (Science vocabulary words: properties of minerals and rock classifications, etc.)   Write your own response on a Post-It note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.3a, RI.4.1, RL.4.2, RL.4.4, RI.4.9, L.4.4a) | |
| **Dramatization/Fluency (near the end of the quarter after reading a number of poems)**  Choose one of the poems from this unit to read and discuss with a partner. Perform the poem as a duet with a classmate. (RF.4.3a) | |
| **Suggested Writing about Reading Activities (requires numerous days to complete each activity – completed after the read-aloud)**  **Literature Response**  http://blog.schoollibraryjournal.com/afuse8production/files/2012/05/LoveThatDog.jpg  Jack changes from the beginning to the end of *Love That Dog* (Sharon Creech) . Create a two-column chart in your journal with two headings: "Beginning of school year" and "End of school year.” Under each heading, list examples of the things Jack does, thinks, and says in the beginning of the year compared to the end of the year. What do you think Jack can teach you about yourself? (RL.4.1, RL.4.3)  **Poetry Response**  Not only do poets use a variety of verses, rhyme schemes, and meters, but they use specific techniques to make their poems unique. Find examples of rhyme schemes, alliteration, similes, and metaphors in *Love That Dog* (Sharon Creech) and other poems read in this unit. As a class, create a T-chart that includes the name of the technique and examples of each. Mark your poems with Post-It notes so you can easily reference the examples you found when it’s time for class discussion. Finally, try to write your own poem that imitates a poet of choice. (RL.4.4, L4.5a, W.4.4)  **Literature Response**  http://ecx.images-amazon.com/images/I/51x14GX25dL._BO2,204,203,200_PIsitb-sticker-arrow-click,TopRight,35,-76_AA300_SH20_OU01_.jpg  How do Juice’s experiences in *Just Juice* (Karen Hesse and Robert Andre Parker) remind you of your family? Talk with a partner and share your ideas. Then, write a short story about a family member, and share it with the same partner. Ask your partner to tell you what they like and what could be improved (i.e., if a specific section needs more details to be clear). (W.4.3a,b, W.4.4, W.4.5) | |
| **Writer’s Workshop** | |
| **Writing Unit of Study – Lucy Calkins**  **Launching Unit**  **Raising the Quality of Narrative Writing** | |
| **Bio-Poem (Two Parts) (near the end of the rocks and minerals/fossils unit)**  Part One: Write a bio-poem about student’s self.  Part Two: Read a biography and other informational text about a famous scientist/geologist (Anning, Mohs, Mantell) . What can you learn about yourself from reading these biographies? Write a bio-poem about the person you read about that includes important facts you think your classmates should know. Include audio or visual displays in your presentation, as appropriate. Share your poem with your class. (RI.4.1, RL.4.6, RI.4.8, RI.4.9, W.4.2d, W.4.7, SL.4.4, SL.4.5, L.4.1a,g, L.4.2a) [Bio Poem format](http://cuip.uchicago.edu/~adarice/cwsite/poems/poembio.htm) | |
| **Journal Response (during Science)**  Following a class discussion of rocks and minerals and the similarities and differences between them, be ready to write in your journal about their physical properties and how they were formed. (SL4.1.a,b, W4.2.a,b, W.4.4, W.4.7, L.4.1a,g, L.4.2a) | |
| **Class Discussion (end of the quarter)**  As a class, summarize what was learned in this unit as it relates to the essential question “How do stories reveal what we have in common?” Following the class discussion, write your response in your journal and share it with your teacher.(W.4.9a,b, W.4.4, L.4.1a,g, L.4.2a) | |
| **Word Study/Vocabulary Lessons** | |
| Begin a vocabulary notebook (subdivided by content area)  [K-5 Wiki Vocabulary Resources](http://randolphk-5instruction.wikispaces.com/Vocabulary+Resources)  As a class, create a Vocabulary Word Wall bulletin board where, throughout the year, you will add and sort words as you learn them in each unit of study. (L.4.4) | |
| Grammar  [Books for Teaching Grammar](Books%20for%20Teaching%20Grammar.doc) (located at all schools) | |

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| **Unit Materials/Resources** | **Vocabulary** |
| **Suggested Works**  **Literary Texts**  Stories:   * *Love that Dog* (Sharon Creech) (EA) * *Hatchet*  (Gary Paulsen) * *Harriet the Spy* (Louise Fitzhugh) * *The Giving Tree* (Shel Silverstein) * *Windows* (Jeannie Baker) * *Home* (Jeannie Baker) * *Tonia the Tree* (Sandy Stryker) * *Clarice Bean Spells Trouble* (Lauren Child) * *Just Juice* (Karen Hesse and Robert Andre Parker) * *Porch Lies: Tales of Slicksters, Tricksters, and Other Wily Characters* (Patricia McKissack and Andre Carriho)   **Poems**:   * “Dreams” (Langston Hughes) [Dreams](http://www.poemhunter.com/best-poems/langston-hughes/dreams-2/) * *Honey, I Love: And Other Love Poems* (Eloise Greenfield and Leo and Diane Dillon) http://www.harpercollinschildrens.com/harperchildrensImages/isbn/large/5/9780064430975.jpg   + - * + Find in the Primary Comprehension Tool Kit * “The Drum” (Nikki Giovanni) [The Drum](http://www.eggplant.org/pdf/poetry/drum_giovanni.pdf) * “The Arrow and the Song” (Henry W. Longfellow) [The Arrow and the Song](http://www.poemhunter.com/poem/arrow-and-the-song-the/) * “The Fossil Elephant” [The Fossil Elephant](http://www.hellokids.com/c_6133/reading-online/poems/animal-poems-for-kids/the-fossil-elephant) * *Earthshake – Poems from the Ground Up (A Picture Book of Poems)* (Lisa Westberg Peters) http://lisawestbergpeters.com/blog2/wp-content/uploads/2010/12/earthshake.jpg   **Text about Poetry Terms**:   * *Skin Like Milk, Hair of Silk: What Are Similes and Metaphors?* (Words Are Categorical) (Brian P. Cleary)   **Stories (Read Aloud):**  \* *Harriet the Spy* (Louise Fitzhugh)  **Informational Texts**  Informational Texts (About NC changes)   * *Roanoke: The Lost Colony – An Unsolved Mystery From History* (Jane Yolen and Heidi E. Y. Stemple) * *Cultures Collide: Native Americans and Europeans 1492 –1700* (Ann Rossi) * *Native Americans at the Time of the Explorers* (Guided Reading) * *Raleigh and the State of North Carolina: Cool Stuff Every Kid Should Know* (Kate Boehm Jerome) * North Carolina Textbook (currently being used…to pull information to meet other objectives as needed) * *The Colony of North Carolina* (Susan Whitehurst) * *Living Stories of the Cherokee* (Barbara Duncan) * *The Way We Lived in North Carolina* (Elizabeth Fenn)   **Informational Texts** (About Matter, Property, and Change – Rocks and Minerals/Rock Cycle)   * *Smithsonian Handbooks: Rocks & Minerals* (Chris Pellant) * *Rocks and Minerals: Eye Wonder* (Caroline Bingham, Steve Parker, and Sue Fuller) * *The Rock Factory: The Story About the Rock Cycle (Science Works)* (Jaqui Bailey) * *Rocks and Minerals* (Part of the STC Book Series)   **Biographies**:   * Related to the content | * (review of) poetic devices: rhyme scheme, meter, alliteration * (review of) poetic terms: stanza, line, verse * bio-poem * characters * dramatization * fluency * graphic organizer * poetic devices: simile, metaphor * problem and solution * semantic map * theme * summary * evidence * genre * figurative language * relative adverb * relative pronouns |
| Teacher Notes |  |